

## Examining an Argument

### Lesson Preparation

Daily Lesson 9	WRITING	
	TEKS	Ongoing TEKS
<b>Key Understandings and Guiding Questions</b>	E1.13B,C E1.16A-E E1.17B	E1.13A
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>• Authors use techniques, form, and structure to influence the attitudes or actions of a specific audience.</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Credible argument</li> <li>• Writer's Notebook (1 per student)</li> <li>• Topic statement for argumentative essay</li> <li>• Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>		
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Select a campus or community topic for students to write about in their argumentative essay. Write a 1-2 sentence statement to introduce the topic.</li> </ol>	
<b>Background Information</b>	This Instructional Routine partially assesses Performance Indicator: <i>"In a timed situation, write a brief, credible argument persuading another individual to change his/her mind or actions on a specific campus or community issue."</i>	
<b>Teacher Notes</b>	In this <a href="#">Instructional Routine</a> , students will apply the components of the writing process explored in Lessons 6-8 to writing an argumentative essay in a timed situation.	

## Instructional Routines

Daily Lesson 9	WRITING
<b>Duration and Objective</b>	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students draft a credible argument about a campus or community issue in a timed situation.</p>
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Introduce Performance Indicator: <i>"In a timed situation, write a brief, credible argument persuading another individual to change his/her mind or actions on a specific campus or community issue."</i> Clarify expectations as needed.</li> <li>2. Remind students that the last three lessons have prepared them to complete the Performance Indicator. Review with students the elements of writing an effective argument: <ul style="list-style-type: none"> <li>• Strong thesis statement</li> <li>• Logical reasons that support thesis</li> <li>• Effective use of rhetorical devices</li> <li>• Consideration and evaluation of facts and ideas to support the position</li> <li>• Acknowledgement of counter arguments</li> <li>• Call to action</li> </ul> </li> <li>3. Explain to students that even in a timed situation, they still need to use the writing process to plan and organize their ideas, draft an effective argument, revise work for clarity, use of rhetorical devices and transitions, and edit to address mechanics and conventions of writing.</li> <li>4. Display writing prompt. Remind students to think about the topic, determine their position, use the writing process to address the topic, and begin writing.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Students use the writing process to begin writing a credible argument in a timed situation.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Ask: <b>How does using the components of the writing process enable you write a more effective argument?</b> Discuss responses.</li> </ol>